



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

550 5th St, Yuma, AZ 85364

Yuma Elementary District

## AZ LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing Plus  
2003-04 Underperforming

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

## No Child Left Behind

### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Not Met  
2003-04 Met

### School Improvement Status (b)

2005-06 N/A  
2004-05 Warning Year  
2003-04 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

## School Overview

Principal/Administrator : Ms. Karen Conde  
Schedule : 07:30 AM to 03:30 PM  
Grades : K-3  
Web Address :  
Phone Number : (928) 502-8150  
Fax Number : (928) 502-8228  
E-mail : kconde@yumaed.org

## Mission

Our Mission at Roosevelt is to challenge and encourage all learners to be responsible, productive citizens that demonstrate academic excellence. We achieve this by providing quality learning experiences in a nurturing environment.

## School / Academic Goals

- ü 80% of Students will Benchmark in DIBELS by May 2007.
- ü All students will demonstrate one year of growth in math, reading and writing as measured by Terra Nova and AIMS/DPA.
- ü All Roosevelt Students will reach 28 of the 36 points in the District Writing Assessment for 2007.

## Enrollment

October 1, 2005 School Year Student Enrollment : 377  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 30

## Instructional Programs

- Ü Gifted Classes
- Ü Full-Day Kindergarten
- Ü On-Site Special Education
- Ü Reading First School
- Ü 21st Century Grant
- Ü Olweus Bullying Prevention Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

## Shared Responsibilities

### School

All staff members have the responsibility to provide a safe, nurturing and educational environment that focuses on assessment, collaboration, intervention, planning and appropriate instruction.

### Parents

Parents are responsible to provide a safe, nurturing home and to participate in the educational lives of their children. Parents should also act in partnership with the school to provide support to ensure children attend school on a consistent basis.

## Transportation Policy

Yuma School District One provides transportation to students who live more than one mile from school.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1139	80010	100	99	99	424	435	447	14	10	10	29	24	18	56	58	53	NA	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	579	38935	100	99	99	415	436	447	20	8	9	36	25	19	44	59	55	NA	7	17
Male	33	559	40974	100	99	98	436	435	448	6	11	11	21	23	18	73	57	52	NA	8	19
African American	--	27	4201	--	93	99	--	449	430	--	NA	17	--	26	23	--	63	51	--	11	9
Hispanic	67	745	34545	100	99	99	422	427	432	13	12	14	31	29	24	55	55	53	NA	4	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	451	474	--	NA	4	--	33	10	--	47	50	--	20	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	11	347	35142	100	100	99	433	452	465	18	5	5	18	14	11	64	66	56	NA	15	28
Students with Disabilities	10	96	10161	100	91	93	NA	409	419	NA	33	28	NA	33	28	NA	29	36	NA	4	8
Students without Disabilities	68	1043	69849	100	100	100	426	438	451	15	8	7	24	24	17	62	61	56	NA	8	19
Limited English Proficient Students	30	288	14013	100	98	97	421	411	413	10	20	24	40	41	34	50	38	39	NA	1	3
Migrant Students	17	112	603	100	98	96	413	417	417	18	15	22	41	38	32	41	46	42	NA	1	4
Economically Disadvantaged	55	744	39029	100	98	98	427	428	432	9	11	14	29	29	25	62	55	52	NA	4	9
Non-Economically Disadvantaged	23	395	40981	100	100	100	417	449	462	26	7	6	30	15	13	43	64	54	NA	14	27

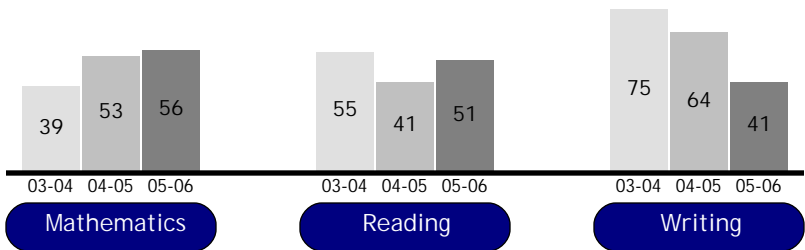
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1146	79438	100	100	98	432	446	451	9	9	9	40	28	24	50	57	56	1	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	583	38775	100	100	99	430	452	457	11	7	7	40	25	22	47	60	58	2	9	13
Male	33	562	40560	100	99	97	434	439	446	6	11	12	39	31	25	55	54	54	NA	4	9
African American	--	28	4178	--	97	98	--	452	439	--	NA	13	--	36	29	--	61	52	--	4	6
Hispanic	67	752	34297	100	100	98	431	436	434	7	11	14	42	34	31	51	53	50	NA	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	462	475	--	NA	3	--	20	15	--	67	63	--	13	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	11	346	34887	100	99	98	437	466	471	18	5	4	27	15	15	45	65	63	9	15	18
Students with Disabilities	10	103	9588	100	97	88	NA	407	416	NA	31	30	NA	38	32	NA	27	34	NA	4	5
Students without Disabilities	68	1043	69850	100	100	100	435	449	456	9	7	7	35	27	23	54	60	59	1	7	12
Limited English Proficient Students	30	293	13856	100	100	96	421	412	407	10	20	27	53	49	43	37	30	29	NA	0	1
Migrant Students	17	114	600	100	100	96	411	421	418	24	20	22	47	39	38	29	39	39	NA	2	2
Economically Disadvantaged	55	751	38685	100	99	97	432	437	435	9	11	14	38	32	32	51	54	50	2	3	5
Non-Economically Disadvantaged	23	395	40753	100	100	99	432	462	467	9	5	5	43	20	16	48	62	62	NA	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1149	79971	100	100	99	416	423	423	6	5	8	53	47	41	40	47	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	584	38974	100	100	99	424	434	437	4	3	5	53	38	33	42	57	57	NA	2	4
Male	33	565	40895	100	100	98	407	412	410	9	6	10	52	56	47	36	37	41	3	1	2
African American	--	28	4203	--	97	99	--	430	411	--	7	11	--	32	45	--	61	43	--	NA	2
Hispanic	67	751	34481	100	100	99	423	419	410	3	5	10	54	47	46	42	46	43	1	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	435	449	--	NA	4	--	47	28	--	53	60	--	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	11	350	35150	100	100	99	375	431	437	27	3	5	45	48	35	27	48	56	NA	2	5
Students with Disabilities	10	104	10258	100	98	94	NA	377	377	NA	16	23	NA	62	51	NA	20	25	NA	2	1
Students without Disabilities	68	1045	69713	100	100	100	421	427	429	6	3	5	47	45	39	46	50	52	1	1	3
Limited English Proficient Students	30	293	13985	100	100	97	415	396	382	7	11	18	57	54	54	37	34	27	NA	0	0
Migrant Students	17	113	608	100	99	97	401	390	389	12	15	16	65	47	50	24	38	33	NA	NA	0
Economically Disadvantaged	55	753	38994	100	99	98	418	418	409	5	5	10	55	48	47	38	45	41	2	1	1
Non-Economically Disadvantaged	23	396	40977	100	100	100	413	433	437	9	3	5	48	44	34	43	52	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	34	NA	58	99	35	43	47	97	32	41	46
	Language	94	26	41	50	99	40	45	47	97	39	44	48
	Mathematics	93	36	60	64	100	28	43	50	97	28	44	52
3	Reading	100	34	NA	55	98	29	39	44	100	30	41	46
	Language	100	38	48	61	98	29	40	44	100	30	41	46
	Mathematics	100	36	54	61	96	37	44	51	100	43	44	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü School Safety Issues
- Ü Parent/School Relationships
- Ü Assessment of School Needs
- Ü School Improvement Plan

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	4	0	0
10 or more years	1	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	26%

## Resources Available at School Site

## Special Facilities

- Ü Library
- Ü Computers in All Classrooms

## Extracurricular Activities

- Ü Field Trips
- Ü Student of the Month
- Ü Extended Day
- Ü Readers Are Leaders
- Ü Benchmark Celebrations
- Ü Student Council

## Social Services

- Ü United Way Programs
- Ü Crossroads Mission
- Ü Site Council
- Ü PATHS
- Ü Olweus Bullying Prevention
- Ü Safe and Health School Grant
- Ü Postive Behavior Intervention/Support AZ

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü 87% of Kindergarten were at Benchmark or Strategic in the Spring of 2006.
  
- ü 85% of Third Graders were Benchmark or Strategic in Oral Reading Fluency in Spring 2006.
  
- ü Second Grade had a 42% growth in Oral Reading Fluency from Fall 2005 to Spring 2006.
  
- ü 78% of First Grade was Benchmark and Strategic for the Spring of 2006.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff members are charged with the responsibility of providing and promoting a safe and orderly climate. By early intervention and the use of school and classroom discipline plans, problems are kept to a minimum. A School Safety Officer is on campus 5 days a week. A SRO is on campus one day a week and is always on call for emergencies.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Karen Conde	(928) 502-8150
Transportation Policy		(928) -
Community Resources	Courtney Starkey	(928) 502-8155
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization	Karen Conde	(928) 502-8150
Student Health/Nurse	DeLora Dozier	(928) 783-6626

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.